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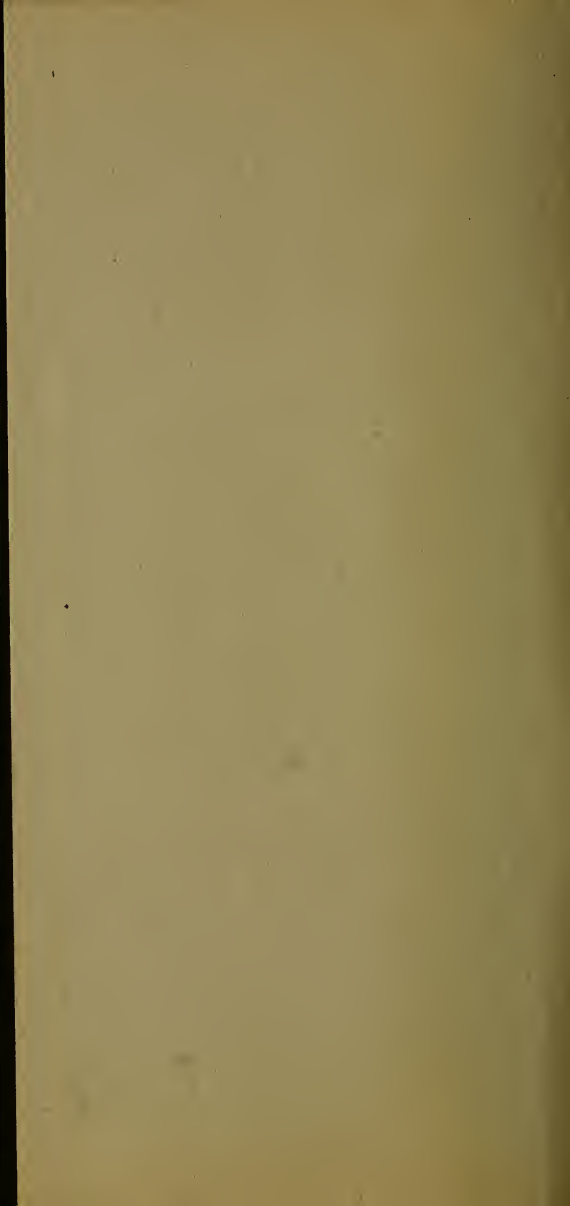
The Township and City Institute

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1917-1918



INDIANA STATE DEPARTMENT OF PUBLIC INSTRUCTION
HORACE ELLIS, STATE SUPERINTENDENT



STATE OF INDIANA

The Township Institute

^uIndiana. Issued by the
STATE DEPARTMENT OF PUBLIC
INSTRUCTION

1917-1918

HORACE ELLIS
State Superintendent of Public Instruction

FORT WAYNE PRINTING COMPANY
CONTRACTORS FOR STATE PRINTING AND BINDING
1917

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Books are yours,
Within those silent chambers treasure lies
Preserved from age to age; more precious far
Than that accumulated store of gold
And orient gems which, for a day of need,
The sultan hides deep in ancestral tombs.
These hoards of truth you can unlock at will.

—Wordsworth.

Every difficulty that is overcome by a pupil's own efforts tends to develop in him an ambition to conquer other difficulties. Few, if any, joys can be compared with the ecstatic joy of victory.

—“*Thinking and Learning to Read*,” Shaeffer.

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INTRODUCTION

8/18/26 E. O. J.

The township institute should be looked upon as a serious business affair. It has been authorized by law and the public treasury has been opened to make certain its existence. This is done in order that the teachers of our state may be made better. Such action is altogether necessary to insure normal progress in educational principles and methods. Even if all the teachers of Indiana had had years of practical experience and were graduates of normal schools, well trained in the principles of their profession, still a plan for institute work, such as we now have, would be justified for the sake of presenting to teachers the latest and best thought and plans of the hour and for the sake of keeping them abreast of the world. Every great and influential organization, in whatever field of activity, whether commercial, military, legal, religious or what not, realizes the wisdom in such a course of action.

The township institute is the most convenient center to discuss school organization, use of the course of study, classroom methods, proper relation of school and patrons and other important questions connected with the school. It affords a splendid opportunity for having some of the strongest teachers present model lesson assignments and for general discussions thereon, a very important part of a program in institute work. Its real purpose is to serve the school and the children in the school by developing the teacher. The duties of the institute should not be discharged in a perfunctory way. Interest and enthusiasm should characterize the work.

The writer has been present in some institutes when, like some class-room work, the institute became cold; there was an atmosphere of indifference; evidence of unpreparedness and indications of professional paralysis. It is hoped that every institute held during the coming year will be characterized by alertness, interest and growth. If this is not the case much of the fault will lie with the chairman of the institute. What the institute is depends very largely upon the leader. He should be thoroughly prepared upon all the work; should lead in the general discussions and see to it

that the institute does not wander away into speculative fields that are wholly irrelevant; that the institute begins promptly on time and closes on time. An incompetent leader is as much responsible for a poor institute as a teacher who conducts a school which seems to be merely one room where pupils work with uniform text-books and pursue one course of study instead of a social institution with a definite purpose, where the bond of union is spiritual instead of material; where there is community of aim and unity of spirit, unmistakable evidence of an ideal school. If the institute is to be worth while the attendance should be regular and punctual; assignment of work should be definite and reports thereon brief though thorough and to the point. Reports on lesson assignments by reading should not be tolerated for it destroys interest, invites disorder, and fails to develop the teacher's power of public address, one of the important results that should come from the institute work.

Three very important books have been selected by the Reading Circle Board. They were selected from a large list of books on account of their peculiar fitness for the institute work. The State Department has prepared seven suggestive programs based upon these books and other important topics suited to the work.

The subject of health in particular has been given consideration throughout the year's work. This has been done for the reason that heretofore sickness and epidemics have been the most serious of all obstacles which have checked the progress of the school. It seems to be a common weakness of everyone to be caught and captivated by an idea of vast hygienic and health importance but to rest therewith content and neglect the carrying of the idea into practice. On account of the practice in many instances to theorize at great length and fail to reduce theories to practice, suggestive topics designed to promote thought and discussion upon the subject of health have been outlined for each of the seven institutes.

The following is offered with the hope that it will be helpful to the teachers and that we shall have a year's work that will be beneficial in a large degree to the schools of Indiana.

HORACE ELLIS.

THE LAW ON TOWNSHIP INSTITUTES

Acts of 1917, Page 90.

(H. S. 239. Approved February 28, 1917)

Township Institutes—Attendance—Wages.

Section 1. *Be it enacted by the general assembly of the State of Indiana*, That at least one (1) Saturday in each month during which the public school may be in progress, shall be devoted to township institutes or model schools for the improvement of teachers; and two (2) Saturdays may be appropriated at the discretion of the township trustee of any township. Such institute shall be presided over by a teacher or other person designated by the township trustee of the township. The township trustee shall specify in a written contract with each teacher, that such teacher shall attend the full session of each institute contemplated herein, and for each day's attendance at such institute each teacher shall receive the same wages as for one day's teaching: Provided, That no teacher shall receive such wages unless he or she shall attend a full session of such institute and perform the duty or duties assigned: Provided, further, That such Saturday teachers' institutes may be held in the school cities and school towns at the discretion of the boards of education and superintendent of schools of the school cities and school towns under all conditions set out for above township teachers' institute.

NOTE 1. LICENSE.—REVOCATION.—TOWNSHIP INSTITUTE.—FAILURE TO ATTEND.

Teachers are required to attend Township Institutes, and for neglect thereof their license may be revoked.

Stone, Superintendent, vs. Fritts, 169 Ind.
Page 361.

NOTE 2. SCHOOLS.—LICENSE.—REVOCATION
—CHARGES.—NEGLECT OF DUTY.

Charges showing that a school teacher refused to attend the Township Institute, or the County Institute, and that he made no daily preparations for teaching, are sufficient to give the County Superintendent the right to proceed to a hearing, and, in case of revocation, the teacher's remedy is an appeal.

Stone, Superintendent, vs. Fritts, 169 Ind.
Page 361.

TOWNSHIP INSTITUTE

FIRST INSTITUTE

9:00 a. m. Opening Exercises and Roll Call.

Note.—Teachers should respond to roll call by giving quotations from educators of distinction.

9:30 a. m.

INDIANA YOUNG PEOPLE'S READING CIRCLE.

1. Influence of a book.
(give personal examples.)
2. Proper selection of books requires:
 - (a) Experience.
 - (b) Knowledge of books.
 - (c) Samples from which to select.
3. Purpose of Young People's Reading Circle.
 - (a) Organization.

Note. Booklets explaining organization and character of books selected sent free. Send to the Manager, J. F. Haines, 615 Lemcke Building, Indianapolis, Ind.
 - (b) Kind of books selected.
 - (c) Distribution of books.
 1. Purchased by trustees.
 2. Purchased by teachers and pupils.
 3. Methods of securing money.
 4. Individual ownership by pupils. Advantage.
 - (d) Use of the books.
 1. General reading.
 2. Supplementary readers.
 3. Information.
 4. County Superintendents may require a paper, written on some one of the Y. P. R. C. books, filed with 8th grade diploma manuscripts.

4. Emphasize the Value of the Reading Habit.

10:00 a. m.

HEALTH.—GENERAL HINTS ON HOW TO KEEP WELL.

1. The skin as an organ of elimination of the waste products of the body.
2. Care of the skin—bathing in cold water, its dangers and its shortcomings; its values and frequency of same. Bathing in hot water, its advantages and disadvantages; proper and improper times when water baths should be taken. Frictional baths—with towels; with Japanese mitts. Value of same.

10:30 a. m.

THE MEANING OF EDUCATION.

Chapters I, II. Read pages 3-41.

Chapter I.

1. How do you distinguish education from instruction? How do you distinguish instruction from school life?
2. Why is it necessary to have a standard of value by which to judge educational processes and influences?
3. What two principles does the author offer as the basis for an educational philosophy? Explain what you understand by each of these principles.
4. What is meant by the scientific study of education? In what sense is a science of education possible?
5. What is the relation of education to philosophy? What is meant by Pragmatism? By New Realism? By Idealism?
6. How must educational theory and practice differ according as human beings are treated as free personalities or as machines?

Chapter II.

1. What is meant by the doctrine of evolution? What names are chiefly associated with it?

2. Outline John Fiske's theory of the meaning of infancy. What have you observed regarding the infancy of a chick? of a kitten? of a colt? of a human child?
3. What part is played by the longer period of human infancy in the development of the family? in the development of society? Does the human period of infancy tend to grow longer or shorter?
4. What is the distinction between a child's animal inheritance and his human inheritance?
5. Discuss fully the author's definition of education.
6. Discuss the child's scientific inheritance. How much time and attention have been given to the study of science in your own education?
7. Discuss the child's literary inheritance. How much time and attention have been given to the study of literature in your own education?
8. Discuss the child's aesthetic inheritance. How much time and attention have been given to the study of the fine arts in your own education?
9. Discuss the child's institutional inheritance. What does the author mean by an institution? How much time and attention have been given to the study of conduct and the relation of the individual to the community in your own education?
10. Discuss the child's religious inheritance. How much time and attention have been given to the study of religion in your own education? What are your own religious interests, and what is the extent of your religious knowledge?

General Discussion.

11:40 a. m.

Township Trustee should occupy this time to set forth his plans for the opening of school.

12:00 m.

Adjournment.

1:30 p. m.

TEACHING TO READ.

Chapter I. Selected Exercises for Reading, and Points to be Emphasized.:

No. 1, Page 6. (a) The teacher must be able to read correctly.

(b) She must be able to locate the mistake of the pupil.

(c) She must understand the Art of Questioning, in order to appeal briefly to the child's reasoning powers and secure correct reading through complete understanding of the text.

Nos. 2, 3, 5, 32. Increased emphasis results from arranging ideas in certain ways.

Nos. 4, 29. Two vital questions:

(a) About what or whom are we reading?

(b) What does the sentence tell us about——?

Nos. 14, 16. The importance of the parts of a compound word, and, sometimes, of a syllable of a word.

Nos. 18-20. The fact that any part of speech may be emphatic.

No. 21. The influence of emotion on emphasis.

Chapter II.

No. 2. The questions, "About what are we reading?" and "What does the sentence tell us about ——?" are effective aids in grouping.

Nos. 3-5, 7-11, 15, 16. It is important to note whether it is a particular person or thing.

Nos. 29, 30, 34, 38. The question, How? When? Where? Why? Under what conditions? and the like, are constant aids in teaching grouping.

General Discussion.

2:30 p. m.

Intermission.

2:45 p. m.

The County Superintendent should occupy this time to set forth his plans for the opening of school.

3:10 p. m.

BROWNING: HOW TO KNOW HIM.

BROWNING, THE MAN.

Phelps' Browning, pp. 1-33.

1. What are the chief facts in Browning's early life?
2. How did Browning's love "work a miracle"?
3. Tell the beautiful story of the life in Italy.
4. Explain the title of "One Word More". How does the poem differ from Browning's other poems?
5. What is its relation to the "Sonnets from the Portuguese"?
6. What similarity is there with "My Star"? (165-167).
7. Why does Browning call his wife his "moon of poets"?
8. Explain the reference to Moses in stanzas IX-XI.
9. What is known of Browning's London Life?
10. Describe his personal characteristics.

General Discussion.

4:00 p. m.

Adjournment.

SECOND INSTITUTE

9:00 a. m. Opening Exercise and Roll Call.

9:20 a. m.

Reports should be made to The Institute, by each teacher, concerning difficulties encountered during the first month of school. Questions which seem to retard progress should be discussed freely.

Suggestions for Discussion:

1. Sanitation. (Building, grounds, water supply, etc.)
2. Attendance.
3. Organization.
 - (a) Number of Classes.
 - (b) Daily Program.

10:00 a. m.

HEALTH.—THE LUNGS AS AN ORGAN OF ELIMINATION OF THE WASTE PRODUCTS OF THE BODY.

Mouth breathing—its causes and its dangers. Remedy for same. Deep breathing—not chest breathing, but abdominal breathing. Purpose of breathing. Is that purpose accomplished by chest breathing? Specifically, what changes in the body occur, and how, through the process of breathing? How does bad breathing aggravate tuberculosis tendencies?

General Discussion.

10:45 a. m.

Intermission.

11:00 a. m.

THE MEANING OF EDUCATION

What Knowledge is of Most Worth? Is there a New Education?

Chapters III, IV. Read pages 45-96.

Chapter III.

1. Show how man's view as to the worth of knowledge has altered with his view of the universe as a whole, and with his economic interests. Discuss the complexity of the various influences.
2. What in general are the characteristics of the philosophy of Hegel? of Herbert Spencer?
3. What is meant by thought as interpreter of the data of sense?
4. What is meant by self-activity? Discuss the distinction between activity and self-activity.
5. Discuss the value of knowledge of the things of the spirit.
6. What is meant by humanism? By the humanities?
7. Discuss utility in education and in life, and distinguish between the lower and the higher utilities.
8. Define character. Can there be a character without freedom of will?

Chapter IV.

1. What are the three avenues of scientific approach to the study of education? How is each one of these influenced by the doctrine of evolution?
2. Discuss the physiological aspect of education.
3. Discuss the psychological aspect of education.
4. Write a brief biography of Herbart, and give an outline of his educational doctrines.
5. What is meant by apperception? by the doctrine of interest?
6. Write a brief biography of Colonel Francis W. Parker, and give an outline of his educational doctrines.
7. Discuss the sociological aspect of education.
8. Write a brief biography of Doctor William T. Harris, and give an outline of his educational doctrines.
9. What is meant by a liberal education? What are its constituents?

10. Show how the practical work of teaching can be improved by a scientific study of education.

General Discussion.

12:00 m.

Adjournment.

1:30 p. m.

TEACHING TO READ

Chapter III.

What does the presence of *and* tell us?

Quote an example in which *and* connects words.
Groups of words that do not make complete thoughts. Complete thoughts.

Quote an example in which *and* serves to separate as well as to connect. In which *and* forms part of an expression.

How do *or* and *but* differ from *and* as connectives?
What character of thought does *if* indicate?
For?

What is the effect of the following double connectives: *both—and*; *either—or*; *neither—nor*; *whether—or*.

How is the knowledge of the significance of connectives an aid in memorization?

How would you question a child to lead him from over emphasis of connectives in No. 34. Of prepositions in No. 53?

Chapter IV.

Why does an author use modifiers?

Quote an example in which the modifier is the more important. The modified word. In which both are important.

How would you question a pupil to lead him from over emphasis of the adjectives in No. 25?
From under emphasis of them in No. 26?

General Discussion.

2:30 p. m.

Intermission.

2:45 p. m.

BROWNING: HOW TO KNOW HIM.

BROWNING'S THEORY OF POETRY AND BROWNING, A REPORTER OF LIFE.

Page 34-70.

1. Why was Browning not generally popular at first?
2. What was his attitude towards criticism?
3. What theory of poetry does he express in "Pauline" and "Christmas Eve"?
4. Account for the grotesque in his poetry.
5. How does Peter Ronsard illustrate Browning's idea of a true poet?
6. What was the mistake of the young poet in Transcendentalism?
7. Describe the poet in "How It Strikes a Contemporary." What sort of man was the speaker?
8. Was the poet a "Bohemian"?
9. How was he the exact counterpart of Browning?
10. Explain Browning's lack of melody.
11. What can be said in regard to his obscurity?

General Discussion.

3:45 p. m.

Miscellaneous.

4:00 p. m.

Adjournment.

THIRD INSTITUTE

9:00 a. m. Opening Exercise and Roll Call.

(It is Suggested that someone occupy this period in discussing appropriate opening exercises for a one-room rural school.)

9:20 a. m.

General Discussion.

9:30 a. m.

HEALTH.—THE KIDNEYS AS THIRD ORGAN OF ELIMINATION OF THE WASTE PRODUCTS OF THE BODY.

The specific function of the kidneys. How they supplement the effort of the skin and the lungs. Effect of neglect of other organs of elimination. Water drinking. Beverage drinking. Use of hot and cold drinks. Brights Disease, diabetes, tuberculosis of the kidneys. What is the common cause of these kidney troubles? Remedies.

General Discussion.

10:15 a. m.

Intermission.

10:30 a. m.

This period should be given to a free discussion of difficulties encountered during the preceding month which tend to retard the progress of the school.

It should be the aim of this discussion to arrive at a proper solution of the difficulties reported.

11:00 a. m.

THE MEANING OF EDUCATION

Five Evidences of an Education. Training for Vocation and Avocation. Standards.

Chapters V, VI, VII. Read pages 99-148.

Chapter V.

What is meant by the quantative ideal of education? Give illustrations.

2. What is the proper place of the mother tongue in education? What has been the history of the use of the mother tongue as a standard of educational progress?
3. What is the educational significance of good manners? What are the tests of good manners?
4. What is meant by reflection? How does reflection differ from observation? from instinct? How may the habit of reflection be developed?
5. How does the mind grow in the process of education? What are the evidences of intellectual growth?
6. What is meant by efficiency? What is the psychological basis of efficiency? the moral basis? the social basis?
7. Discuss fully the five characteristics of the educated man.

Chapter VI.

1. What is the difference between vocation and avocation?
2. What is the place of hand and eye training in education for vocation? in education for avocation? Distinguish between manual training, vocational training, and industrial education.
3. When may vocational or prevocational training begin in a soundly organized educational system? Should it be excluded from the six-year elementary-school course? Why? What different forms of vocational training are there, and what are their relative merits?
4. What are the dangers in early vocational preparation?
5. What is the relation between discipline and self-discipline? How may one the best lead to the other?

6. What is the relation between vocational education and the economic and social problems of the community?

Chapter VII.

1. How are standards set? Compare standards of physical measurement with standards of intellectual and moral development. How may education aid in the fixing of sound standards?
2. Discuss your own personal standards of speech; of conduct. How have these standards been obtained? How do you endeavor to enforce them in your own life?
3. What are your standards of spoken English? Where have they been obtained?
4. How does selfishness affect standards of conduct?
5. What is the individual's duty toward self-improvement after formal education is completed?

General Discussion.

12:00 m.

Adjournment.

1:30 p. m.

TEACHING TO READ

Chapter V.

What general rule applies to the reading of series?
Read Nos. 1-7, 31, 33.

How will you go about it to secure this rising inflection?

When may the members of a series take the falling inflection? Read Nos. 12, 13, 17, 27.

Chapter VI.

What effect is secured through the use of contrasting portions?

Which inflections are most effective in reading contrasting portions? Read Nos. 5-20, 38, 39.

Of what use is the outlining of sentences?

Chapter VII.

Wherein lies the greatest difficulty in reading sentences containing parenthetical portions?

How may the degrees of separation differ? Illustrate.

What methods may be used to bring about correct reading of a sentence containing an inserted portion? Read Nos. 1-14, 46, 47, 54.

General Discussion.

2:30 p. m.

Intermission.

2:45 p. m.

BROWNING: HOW TO KNOW HIM.

BROWNING, A LYRIC POET—HIS PURE AND DRAMATIC LYRICS

Pages 71-89: Songs from "Paracelsus," "Pippa Passes," "A Blot in the 'Scutcheon" and "James Lee's Wife," "A Face."

1. What is a pure lyric?
2. What poems show that Browning was a genuine lyrical poet? Do his pure lyrics constitute his great contribution to literature?
3. What are the themes of these lyrics?—Songs from "Paracelsus," "Pippa Passes," and "James Lee's Wife"?
4. What does Mertoun say in the song in "A Blot in the 'Scutcheon"?
5. What elements of beauty does Browning enumerate in "A Face"?
6. How do these poems illustrate Browning's lyrical power?

Pages 88-95; Epilogue to "Fifine at the Fair," Prologue to "The Two Poets of Croisic," "Pacchiarotto," "La Saisiaz," and "Jocoseria," "Never the Time and the Place."

1. What is noteworthy about the meter and music of the Epilogue to "Fifine at the Fair"? What idea does the poem express?

2. Show how the Prologue to "The Two Poets of Croisie" is "one of the most beautiful and perfect lyrics in the English language."
3. What theme is common to the Prologue to "Pacchiarotto" and the Prologues to "La Saisiaz"?
4. Explain "O Comer" in the Prologue to "Jocoseria."
5. What is the conception of the lover in "Never the Time and the Place."

Pages 96-114: "Porphyria's Lover", "Johannes Agricola in Meditation", "Cavalier Tunes".

1. How did Browning classify his poems?
2. What is a "dramatic lyric"?
3. How were "Porphyria's Lover" and "Johannes Agricola" first printed? What is the significance of the later change?
4. Why did the lover kill Porphyria? Explain the last line of the poem.
5. What are the grounds for saying that Johannes Agricola was not mad?
6. In what sense are the "Cavalier Tunes" dramatic?

Pages 114-132: "The Lost Leader", "Cristina", "Evelyn Hope", "Over the Sea Our Galleys Went".

1. Is "The Lost Leader" an attack upon Wordsworth? Explain the use of the prepositions in 11, 13, 14. Explain the speaker's meaning in 11, 25, 29, 32.
2. What four of "Browning's fundamental articles of faith" are expressed in "Cristina"?
3. How does "Evelyn Hope" express the same ideas?
4. Explain the doctrine of the "damnation of contentment" as set forth in "Over The Sea Our Galleys Went".

General Discussion.

3:45 p. m.

Miscellaneous.

4:00 p. m.

Adjournment.

FOURTH INSTITUTE

9:00 a. m. Opening Exercises and Roll Call.

Some one of the following subjects is suggested for the opening exercises:

1. Comparison of General Petain or Field Marshal Haig with a corresponding personality of the American Civil War.
2. Life history of General Pershing.
3. History of Aviation.

9:20 a. m.

HEALTH.—THE INTESTINES AS A FOURTH ORGAN OF ELIMINATION OF THE WASTE PRODUCTS OF THE BODY

Physiology of the intestines. Neglect of intestines causes, inevitably, the inexcusable crime of constipation—the ally of all diseases and the prolific source of most of them. The scientific objection to pills, castor oil, and other household remedies for constipation. Exercise, especially walking, together with proper diet, nature's remedy against intestinal sluggishness.

General Discussion.

10:00 a. m.

EFFICIENCY IN HOME MAKING

1. Care of the home.
 - (a) Ventilation.—Importance of air, how to create a circulation of air in a room, use of full-length window screens, moisture in air.
 - (b) Water supply.—Purity, ways of removing impurities, use as a cleansing agent, how to protect the supply from contamination.

- (c) Foods.—Selection, cleanliness in storage and preparation for serving, nutritive value.
- (d) Cleaning.—Care of rooms, plumbing, care of clothing, and house furnishings, laundrying.
- (e) Removal of waste.—Garbage, protection from flies, good drainage, burying old tin cans, etc.

General Discussion.

10:45 a. m.

Intermission.

11:00 a. m.

THE MEANING OF EDUCATION

Waste in Education. The Conduct of the Kindergarten. Religious Instruction and Its Relation to Education.

Chapters VIII, IX, X. Read pages 151-200.

Chapter VIII.

1. What is meant by waste in education? What are the causes of this waste?
2. What elements should enter into an intelligent plan for a child's education?
3. Discuss the advantages and disadvantages of a rigid course of study.
4. Discuss the advantages and disadvantages of thoroughness.
5. How do differences between children manifest themselves in school work?
6. Discuss the possible effect on waste in education of the general adoption of a six-year elementary-school course; of the junior high school; of the junior college; of the combined college and professional school course in the large university organizations.

Chapter IX.

1. What is the origin of the kindergarten? What are its characteristics?

2. In kindergarten work what is meant by the Gifts; by the Occupations? Give illustrations.
3. How may the transition from the kindergarten to the elementary school best be effected?
4. How may the kindergarten and the home best co-operate in the early education of the child?
5. What is the place of discipline in the kindergarten? of music? of story-telling?

Chapter X.

1. Define religion. What is the etymology of the word? Is there any civilization wholly without religion?
2. What is the present relation between education and religious instruction in your community?
3. What has been the influence of Protestantism upon religious training? What has been the influence of democracy?
4. What is the policy of the Roman Catholic Church as to religious instruction?
5. What is meant by calling the Bible a sectarian book?
6. In what sense is the United States a Christian nation? What is meant by religious freedom?
7. What is the function of the family in education? What is the function of the church in education? How may religious training be given in the family? by the church?
8. Distinguish between instruction in morals or in civics and religious training.
9. What is the place of the Bible in literature? What are the religious and the literary results of an ignorance of the Bible?
10. What provision is made for religious instruction in the school systems of other countries?

General Discussion.

12:00 m.

Adjournment.

1:30 p. m.

TEACHING TO READ

Chapter VIII.

State some of the uses of introductory portions, and give an example of each.

How would you teach the reading of Introductory portions? Illustrate with Nos. 1, 17, 23.

Chapter IX.

Name some of the ways in which quotations may be bounded for a hearer.

Why should a reader be able to look off the book?
How can we lead pupils to do so?

Chapter X.

Discuss adverbs and emphasis. Name some effects of inversion. Illustrate. How would you teach No. 6? No. 7? No. 8? How would you teach No. 11? No. 14?

General Discussion.

2:30 p. m.

Intermission.

2:45 p. m.

BROWNING: HOW TO KNOW HIM

BROWNING'S LOVE POEMS AND DRAMATIC MONOLOGUES.

Pages 132-154: "Meeting at Night", "Parting at Morning", "The Lost Mistress", "One Way of Love", "The Last Ride Together".

1. Verify the statement that "Browning loves best of all in his women and men, the Brow."
2. How are Browning's rejected lovers superior to Tennyson's?
3. In what sense is "Meeting at Night" an impressionistic poem? What indicates that the rendezvous was at night, and not at dusk?
4. Who speaks in "Parting at Morning"?
5. How does the lover in "The Lost Mistress" accept his rejection?

6. What noble conception of love have the hero in "One Way of Love" and the man in "The Last Ride Together"?

Pages 154-168: "Love Among the Ruins", "Respectability", "Confessions", "Bad Dreams", "Summum Bonum".

1. In "Love Among the Ruins" Browning maintains what double parallel throughout stanzas I-IV and V-VII? What place is assigned to love in this poem?
2. What sort of lovers appear in "Respectability"? Explain the last two lines.
3. What is predominant in the old sinner's mind in "Confessions"?
4. How does "Bad Dreams" illustrate Browning's doctrine of love?
5. Comment upon the audacity of "Summum Bonum".

Pages 169-189: "My Last Duchess", "Count Gismond", "Soliloquy of the Spanish Cloister".

1. What is a "Dramatic monologue"?
2. What is interesting about the meter of "My Last Duchess"? How does Browning reveal the Duke's character to us? What was the lady's "fault"? What became of her? What is the significance of the last two lines?
3. How does Count Gismond represent one of Browning's Heroes? What white lie does his wife tell?
4. How does the "Soliloquy of the Spanish Cloister" differ from most of the dramatic monologues? How do we know that Lawrence is not to blame?

Pages 189-203: "How They Brought the Good News from Ghent to Aix", "The Bishop Orders his Tomb at St. Paraxed's Church", "The Laboratory".

1. How is "Ghent to Aix" the "greatest horseback poem in the world"? What answer is to be made to the criticism by Owen Wister's "Virginian"?
2. Point out the aspects of the Italian Renaissance expressed in "The Bishop Orders His

Tomb''. How has the bishop already outwitted Gandolf? Describe the tomb that he has planned for himself. What shows that his mind is wandering?

3. Describe the lady and her rival in "The Laboratory". In what respect is this a true study of jealousy? How may the lack of smoothness in the first line be justified?

General Discussion.

3:45 p. m.

Miscellaneous.

4:00 p. m.

Adjournment.

FIFTH INSTITUTE

9:00 a. m. Opening Exercises and Roll Call.

Some one of the following subjects is suggested for the opening exercises:

1. General comparison between military arms and tactics of the American Civil War and of the present war.
2. History of the Submarine.
3. Industries after the end of the war.

9:20 a. m.

HEALTH.—A STUDY OF RATIONS

The well balanced ration; the school lunch; the workman's dinner; the teacher's meal. Value of fruit and green vegetables. This theme should be assigned to the teacher of Domestic Science.

General Discussion.

10:00 a. m

EFFICIENCY IN HOME MAKING.

2. Ideals of the home.
 - (a) Simplicity — An honest expression of the family life, in furnishings of home, food, clothing and pleasures.
 - (b) Harmony—among members of the family, acts of kindness, godliness.
 - (c) Order and Cleanliness—to promote health, and pleasure.
 - (d) Conveniences — labor-saving devices, arrangement of furniture and rooms, choice of utensils to fit needs.

10:45 a. m.

Intermission.

11:00 a. m.

THE MEANING OF EDUCATION

Scope and Function of Secondary Education. The Secondary-School Program.

Chapters XI, XII. Read pages 203-258.

Chapter XI.

1. What is meant by secondary education? How is secondary education distinguished from elementary education? from higher education?
2. Discuss the meaning and the significance of adolescence? How may these best be taken account of in education?
3. Why should secondary-schools studies be comparative and reflective in character? Why should they be increasingly difficult? Why should they lead to increased introspection and power of analysis?
4. Why is the study of a foreign language an appropriate and secondary-school study? Why is Algebra? formal Grammar? History?
5. What are the disciplinary functions of secondary education? What are its selective functions?
6. Discuss the secondary-school program that you have followed and illustrate its points of strength or weakness.
7. When is a secondary-school course of study flexible? When is it elective?
8. What part does the secondary school play in training for leadership?

Chapter XII.

1. How did it happen that secondary schools are older than elementary schools or than universities?
2. What is the proper field of secondary instruction?
3. What has been the effect of college admission examinations upon secondary-school work? upon secondary-school standards?

4. Compare the practical workings of college admission by examination with those of college admission by certificate or from accredited schools. How are secondary schools inspected and accredited in your own State?
5. Discuss English as a secondary-school subject.
6. Discuss Geography and History as secondary-school subjects.
7. Discuss Mathematics as a secondary-school subject.
8. Discuss Natural Science as a secondary-school subject.
9. Discuss Latin and Greek as secondary-school subjects.
10. Discuss French, German, and Spanish as secondary-school subjects.
11. Discuss Drawing and Constructive Work as secondary-school subjects.
12. Discuss Physical Training as a secondary-school subject.
13. What special problems of organization and of program of study has the rural secondary school?
14. Write a sketch of the origin and history of the Academy in the United States.

General Discussion.

12:00 m.

Adjournment.

1:30 p. m

TEACHING TO READ

Chapter XI.

Choose 10 exercises illustrating different varieties of questions, and be able to explain the character of each.

When may a question take the falling inflection? Illustrate.

Select 10 exclamations illustrating different emotional motives.

Chapter XII.

Describe the most common forms of sentences that necessitate a quick change. Illustrate each.

How would you teach example of quick change in
Nos. 1-19?

Chapter XIII.

How do exercises in gradation differ from exercises in series?

Wherein lies the difficulty in reading examples of graded ideas or emotions?

Compare No. 16 and No. 19. How do they differ as to gradation?

General Discussion.

2:30 p. m.

Intermission.

2:45 p. m.

BROWNING: HOW TO KNOW HIM

BROWNING'S THEORY OF ART

Pages 203-216: "Andrea del Sarto."

1. What contrast is there between "Andrea del Sarto" and "Fra Lippo Lippi"?
2. What philosophy of aesthetics do we get from "Fra Lippo Lippi"? What did Browning find to love in the monk?
3. What similarity is there between Andrea's paintings and the atmosphere of the poem?
4. Is Browning fair to Andrea? Why does he damn him?
5. What doctrine concerning art does Browning express in this poem?

BROWNING AND EARLY CHRISTIANITY

Pages 216-231: "Karshish".

1. Contrast Karshish and Cleon.
2. Karshish is interested in what in Lazarus? How has Lazarus changed?
3. How does Karshish deceive himself as to his purpose in writing?
4. He finally brings himself to write what?
5. What does he add by way of postscript?
6. What do you think of Karshish?

BROWNING'S DOCTRINE OF SUCCESS

Pages 231-244: "Childe Roland".

1. How is "Childe Roland" unique among Browning's poems?
2. Are the different objects in the poem to be allegorically explained?
3. What splendid idea does Childe Roland express in stanza VII?
4. Giles and Cuthbert represent what?
5. What happened when Childe Roland blew the horn?
6. How does this poem illustrate Browning's doctrine of success?

General Discussion.

3:45 p. m.

Miscellaneous.

4:00 p. m.

Adjournment.

SIXTH INSTITUTE

9:00 a. m. Opening Exercises and Roll Call.

Some one of the following subjects is suggested for the opening exercises.

1. Farm Tractors.
2. Gardening.
3. Dairying.

9:20 a. m.

HEALTH.—A STUDY OF CONTAGIOUS DISEASES

Scarlet Fever, Whooping Cough, Measles, Typhoid Diphtheria, etc. Fumigation of rooms, of clothing. Carriers of typhoid and other insidious dangers to health. The trustee should hire a physician to present this subject.

General Discussion.

10:00 a. m.

Joint meeting of the institute and township Parent-Teachers' Association.

Efforts should be made to have a full attendance and parents should participate in the program.

The following topics are suggested:

1. Brief statement of meaning and value of a Parent-Teachers' Association to a community.
2. The proper relationship of parents to teachers.
(To be discussed by one or more patrons.)
3. The school as a social center.
4. Methods for securing closer co-operation between home and school in a community.

(In addition to the foregoing, see Elementary Course of Study page 17, under Parent-Teachers' Clubs, for valuable suggestions for the program.)

A general discussion of questions demanding greater co-operation between parents and teachers, such as health, improvement of building and grounds, attendance, etc., should follow.

(Additional time should be allowed for the discussions of this meeting if necessary.)

10:45 a. m.

Intermission.

11:00 a. m.

THE MEANING OF EDUCATION

The American College and the American University.

The Place of Comenius in the History of Education.

Status of Education at the Close of the Nineteenth Century.

Chapters XIII, XIV, XV. Read pages 261-318.

Chapter XIII.

1. What is the origin of the American college? What influence did Oxford and Cambridge have upon it?
2. Write a brief sketch of the history of the college that you know best.
3. What is the distinction between a college and an university properly so-called?
4. Write a description of the organization and work of a French Lycee; of a German Gymnasium; of a German Real-Gymnasium; of a German Real-Schule.
5. Contrast each one of these institutions with the American college or scientific school.
6. Is the college population in America increasing or decreasing?
7. What are the characteristics of the college course of study?
8. What place does research occupy in a genuine university?
9. When are schools of law, of medicine, of engineering, or of education of true university grade?
10. What are the advantages and what are the dangers of specialization?

Chapter XIV.

1. Write a brief sketch of the life and work of Comenius.
2. What place is occupied in the history of education by Luther? by Sturm? by Montaigne? by Ratke? by Loyola? by Milton?
3. What was the Pansophia? What fulfils its proposed function today?
4. Write a brief sketch of the life and educational doctrines of Locke; of Rousseau; of Pestalozzi.

Chapter XV.

1. What is meant by saying that a century has certain characteristics of its own?
2. What were the leading characteristics of the eighteenth century? of the nineteenth century?
3. In what way did the growing importance of the individual affect educational theory and practice?
4. In what way did the new spirit of political freedom affect education?
5. What is meant by the logical order of presentation in education? by the psychological order? Why and how do they differ?
6. Discuss the increasing importance of education as a government function during the nineteenth century.

General Discussion.

12:00 m.

Adjournment.

1:30 p. m.

TEACHING TO READ

Chapter XIV.

Name some reasons why an author or speaker repeats? Illustrate.

How is the manner of reading a refrain determined? Illustrate.

Chapter XV.

What is the first step in "seeing" a word picture?

When are pictures likely to be confused? How can the teacher prevent confusion? Illustrate.

How does figurative language appeal to the imagination?

Chapter XVI.

How may timid pupils be led to read a spirited selection better?

How may pupils be led to distinguish and interpret different emotions?

General Discussion.

2:30⁰ p. m.

Intermission.

2:45 p. m.

BROWNING: HOW TO KNOW HIM

BROWNING'S POEMS OF PARADOX I.

Pages 245-272: "The Glove", "Sibrandus Schafnaburgensis", "A Grammarian's Funeral", "Up at a Villa"—"Down in the City".

1. Account for Browning's love of paradox.
2. How does Browning show that the lady in "The Glove" was right? Explain the last two lines.
3. What conventional view is expressed in "Sibrandus Schafnaburgensis"?
4. How was Browning's task difficult in "A Grammarian's Funeral." What indicates that the Grammarian voluntarily selected his calling? How has Browning made a hero out of him?
5. For what unusual reason does the speaker in "Up at a Villa" prefer the city to the country?

BROWNING'S POEMS OF PARADOX, II.

Pages 272-293: "The Statue and the Bust", "Ivan Ivanovitch", "Clive", "Muleykeh", "Which"?

1. How is "The Statue and the Bust" frequently misunderstood? What is the paradox in the poem? Explain the figure of the worthless counters. What is the point to the last two lines?
2. Explain the paradoxes in "Ivan Ivanovitch", "Clive", and "Muleykeh".
3. How does the Abbe decide in "Which"? Was he right?

General Discussion.

3:45 p. m.

Miscellaneous

4:00 p. m.

Adjournment

SEVENTH INSTITUTE

9:00 a. m. Opening Exercises and Roll Call.

9:20 a. m.

HEALTH.—A ROUND TABLE DISCUSSION

Reports of health conditions in each school for the year. Reported epidemics with recommendations to State Superintendent upon how to avoid similar scourges.

10:00 a. m.

AGRICULTURE.

1. Seed Corn.

- (a) In what way has your work in Agriculture benefited the community in providing a supply of good seed corn?
- (b) When and how should seed corn be selected? See text pages 14-18.
- (c) In what way should seed corn be cured? See text pages 18-20.
- (d) How and when seed corn should be tested. See text pages 31-36.

For additional information on the above topics, see the "Corn Growing Project" in the State Course of Study in Agriculture, bulletin number 20.

2. Poultry.

- (a) In what way has your teaching aided pupils in securing fertile eggs of strong vitality for hatching purposes? See text pages 353-356.
- (b) What have you taught your pupils concerning methods of hatching? See text pages 356-367.

For additional information see the "Poultry Raising Project" in the State Course of Study in Agriculture, bulletin number 20.

10:45 a. m.

Intermission.

11:00 a. m.

THE MEANING OF EDUCATION

Some Fundamental Principles of American Education.

Education in the United States. Discipline and the Social Aim in Education.

Chapters XVI, XVII, XVIII. Read pages 321-378.

Chapter XVI.

1. What is the distinction between the field of government and the field of liberty in modern political societies?
2. Show the advantages of treating education as belonging to the sphere of liberty as well as to the sphere of government.
3. Discuss the distinction between a public institution and a tax-supported institution.
4. In what ways may an institution be national without being governmental?
5. What is the scope of tax supported education in the United States and what is its legal basis?
6. Discuss fully the three fundamental principles of American education.
7. What contribution was made to American education by Thomas Jefferson? by Horace Mann? by Henry Barnard?

Chapter XVII.

1. What is meant by the statement that "spontaneity is the key-note of education in the United States"? What are the conditions in other countries?
2. Write a sketch of the history and functions of the Bureau of Education at Washington.
3. Write a sketch of the history of the relation of the National Government to education through land grants and federal appropriations.

4. What is meant by the statement that in the United States education is state a function?
5. What are common schools?
6. What is meant by illiteracy? What is the effect of foreign immigration upon illiteracy in the United States?
7. What relation exists between education and crime? Statistics?
8. What is the relation between education and productive industry? Statistics?
9. Discuss the rapid growth of public secondary schools in the United States. To what forces and influences do you attribute this growth?
10. Discuss the influence of the college in American education with particular reference to that college which you know best.
11. Why are there so many so-called universities in the United States as compared with the number in other countries?
12. What official publications on education have you found most valuable in your own studies?

Chapter XVIII.

1. What is the end or purpose of training or discipline?
2. Discuss the relation between one's philosophy of life and the form of discipline or training that he prefers.
3. What is meant by the statement that the common school is the product of democracy?
4. How does the problem of discipline in a democracy differ from the problem of discipline in other forms of government or society?
5. What are the just limits upon the authority of a majority?
6. Define and discuss individualism; collectivism; institutionalism.
7. In what ways may discipline be used for the enriching and developing of personality?

8. Discuss the aims of efficiency in a democracy and the difficulties of securing it.
9. Discuss the ideal state.

General Discussion.

12:00 m.

Adjournment.

1:30 p. m.

TEACHING TO READ

Chapter XVII.

What is the author's view point regarding pause?
Under what conditions does pause result?

Chapter XVIII.

In what does artistic expression of a long sentence lie? Suggest ways in which this result may be obtained?

How do the outlines in "Teaching to Read" differ from grammatical outlines?

Which types of sentences that we have studied are particularly noticeable in this chapter?

General Discussion.

2:30 p. m.

Intermission.

2:45 p. m.

BROWNING: HOW TO KNOW HIM

BROWNING'S OPTIMISM

Pages 294-326: "Saul", "The Guardian Angel".

1. In what poems does Browning show that he was a Christian? His Christianity was the basis of what?
2. How was "Saul" first published, and what of the sequel?
3. What is the theme of the ninth stanza?
4. How does David reach the conception of the Incarnation?

5. Should the last stanza be in the poem?
6. How does "The Guardian Angel" show that Browning was a Christian?

Pages 326-357: "Caliban", "Rabbi Ben Ezra", "Abt Vogler".

1. In "Caliban" explain the title, the citation from the Psalms, and the use of the third person singular. How does the poem show Browning's optimism? Outline Caliban's theology.
2. How is "Rabbi Ben Ezra" a poem of optimism? What audacious thought is expressed in stanza VII? What unusual idea is emphasized in stanzas XXIII-XXV? Explain the use of the figure of the Potter. What is the attitude of the poem toward old age?
3. Abt Vogler realizes that his beautiful music is not lost—why?

Pages 357-373: "Prospice", "Apparent Failure", "Rephan", Prologue and Epilogue to "Asolando".

1. Why would Browning take no anaesthetic in the hour of death?
2. Why does he consider the failures of the three suicides in the Paris Morgue as only "apparent"?
3. "Rephan" shows that it is only what that makes this life worth while?
4. How is old age better than youth?
5. Compare Tennyson's "Crossing the Bar" with the Epilogue to "Asolando." After death Browning wants to be remembered when and how?

General Discussion.

3:45 p. m.

Miscellaneous.

4:00 p. m.

Adjournment.

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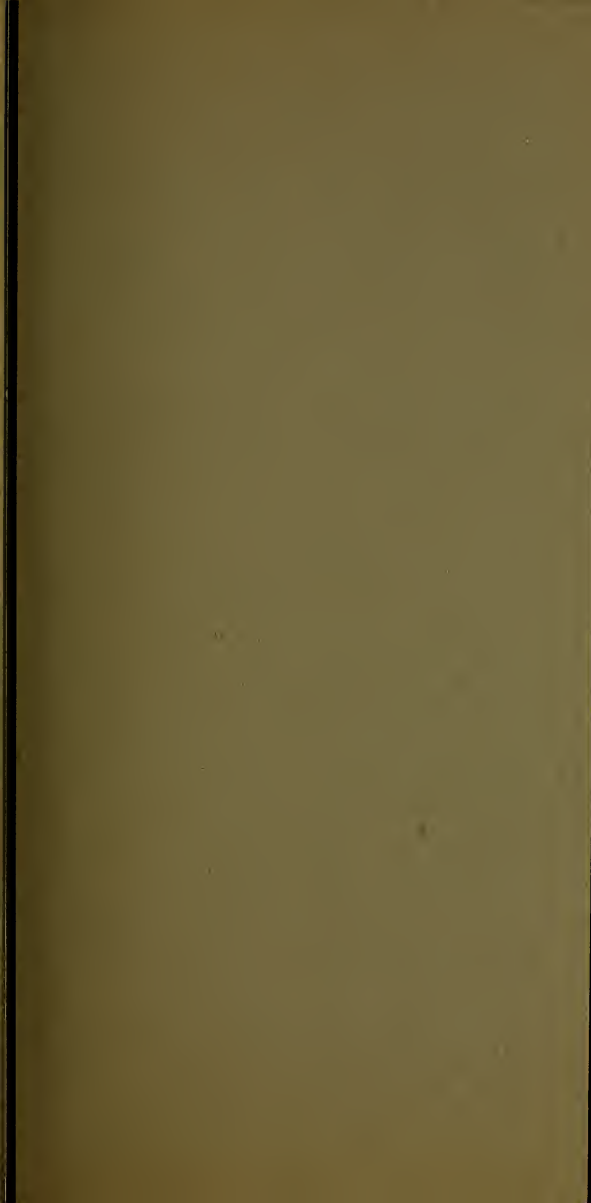
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